

DOCUMENT RESUME

ED 319 502

PS 018 785

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TITLE Dissemination of the Project's Findings: 8th National Seminar (Lisbon, Portugal, September 28-29, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
INSTITUTION Council for Cultural Cooperation, Strasbourg (France).
REPORT NO DECS/EGT(88)69
PUB DATE 1 Mar 90
NOTE 18p.; For related documents, see ED 315 173-175 and PS 018 786.
PUB TYPE Collected Works - Conference Proceedings (021)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Educational Change; *Educational Innovation; Educational Needs; Educational Objectives; Federal Legislation; Foreign Countries; *Primary Education; *Program Implementation
IDENTIFIERS *Portugal; *Program Characteristics

ABSTRACT

A national seminar was held in September, 1988, in Lisbon, Portugal for the purpose of disseminating results of the Council of Europe's Council for Cultural Cooperation's project on innovation in primary education. Details of the implementation of the project and problems of primary education in Portugal were discussed at the seminar, which was attended by representatives of each branch of the ministry concerned with primary education. The opening speaker explained that Portugal began to reform its system of education in 1986, when the Portuguese Parliament enacted legislation extending the duration of compulsory schooling to 9 years and covered many aspects of the innovation recommended by the Council of Europe. Problems in Portuguese education concern the increased administrative work load of head teachers, lack of cultural activities in primary education, illiteracy in Portugal, teacher training, and the organization of teaching in primary schools. Other statements by participants concerned main objectives of the Council of Europe and the project on innovation in primary education; broad principles of the 1986 Act on Fundamentals of the Portuguese Education System; and the primary innovation project's characteristics, philosophy, trends, results, conclusions, and recommendations. A round table discussion explored innovation and success at school. (RH)

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Project No. 8 of the CDCC
"Innovation in primary education"

Dissemination of the project's findings

8th National Seminar:
Portugal - Lisbon, 28-29 September 1988

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Strasbourg 1990

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Strasbourg 1 March 1990
ADECSEGT69.88
0403-12/2/90-1-E

DECS/EGT (88) 69

The CDCC's Project No. 8
"Innovation in Primary Education"

DISSEMINATION OF THE PROJECT'S FINDINGS
8TH NATIONAL SEMINAR:

PORTUGAL

LISBON, 28-29 September 1988

Report written by Professor Jean-Pierre OESTREICHER
Honorary Inspector of Primary Education
Luxembourg

The points of view expressed in this report do not necessarily
reflect those of the Council for Cultural Co-operation of the
Council of Europe

COUNCIL FOR CULTURAL CO-OPERATION (CDCC)
School Education Division

Strasbourg 1990

I. INTRODUCTION

At the initiative of the Portuguese Ministry of Education, a national seminar was held on 28 and 29 September 1988 in Lisbon by the General Directorate of Primary and Secondary Education. The purpose of the seminar was to disseminate the results of Project No. 8 of the Council of Europe's Council for Cultural Co-operation (CDCC) on "Innovation in primary education".

Details of the implementation of Project No. 8 and also primary education problems in Portugal were discussed during the seminar, which was attended by representatives of every branch of the Ministry concerned with primary education, namely:

- the General Schools Inspectorate,
- the General Directorate of Primary and Secondary Education,
- the Regional Education Directorates,
- the General Directorate for Promotion and Development of Education,
- the Institute of Education Technology,
- the School Welfare Institute,
- the Institute for Innovation in Education,
- the Research and Planning Office,
- Teacher Training Colleges,
- Teacher Training Centres,
- the Regional Education Bureaux for the autonomous regions of Madeira and the Azores.

Also invited were representatives of:

- Associations of private schools,
- the Union of Parents' Associations,
- the Union of Teachers.

The Council of Europe and Project No. 8 were represented by Ms Giulia Podestà, Head of the School Education Division, Directorate of Education, Culture and Sport of the Council of Europe, Ms Maria Helena Valente Rosa, Vice-Chairman and member for Portugal of Project Group No. 8 and Professor Jean-Pierre Oestreicher, Inspector General of Primary Education in Luxembourg and member of the Project Group No. 8, who was to give a detailed account of the philosophy behind the project, its development and the results achieved.

OPENING ADDRESS

Mr Antonio Ribeiro, Secretary of State for Educational Reform in Portugal, who chaired the Seminar, explained in his opening speech that Portugal had begun to reform its education system in 1986, when the Portuguese Parliament enacted Bill No. 46/86, on the Fundaments of the Education System, which extended the duration of compulsory

schooling to nine years and actually covered many aspects of the innovation recommended by the Council of Europe in its underlying principles and implementation. In the specific case of Portugal, therefore, the conclusions and recommendations of Project No. 8 came at the right moment, in a propitious context created by the current reform of the country's education system. Propitious because of the resolve of the administration and the teachers to improve the quality of teaching and promote innovation in keeping with the fundamental objectives of primary education, and also with curricula and syllabuses and the organisation of the school as an educational community. The Secretary of State added that the rapid implementation of such innovation required a firm commitment from all concerned at different levels in government departments, and of the teachers in the field, and that without the appropriate initial and further training no real innovation was possible.

STATEMENT BY MS GIULIA PODESTÀ

Ms Podestà began by extending her warm thanks to the Portuguese Government and education authorities for organising the seminar and providing this opportunity for direct contact with those responsible for primary education in Portugal. She was pleased that the CDCC and the Portuguese Government were converging in their efforts towards carefully considered innovation in education and that their approaches had so much in common.

Ms Podestà went on to remind those present of the main objectives of the Council of Europe since it was founded in 1949, which had been to work towards greater European unity, better living conditions, the advancement of human values and the defence of parliamentary democracy and human rights. Since 1982 one of the Council of Europe's major projects in the educational field had been focused on innovation in primary education. The idea had been to provide support to member states in their efforts to modernise primary education and make sure that all young Europeans were given a high standard of education which fully satisfied their needs.

The aim of the project - and indeed of various other CDCC initiatives of a similar nature - was to draw up parameters and guidelines from which decision-makers in the different countries might draw inspiration when planning the educational policies of the future; for regardless of the differences between education systems, and without wanting to standardise curriculum content at European level, efforts had to be made to design syllabuses in such a way as to provide for real mobility of teachers and pupils. At a time when four major projects were nearing completion, namely,

- the education and cultural development of migrants,
- adult education,
- innovation in primary education,
- modern languages teaching,

the CDCC's educational programme was moving towards an approach which increasingly reflects the idea of continuity between the different educational cycles - pre-primary, primary, secondary - in terms of teacher training, methodology and educational content, whether the project involved concerned the teaching of art or the teaching of science.

The CDCC concentrated its efforts on the synergism between education and culture. This synergism was in fact reflected in the very structure of its programmes, the most recent of which hinged upon two major themes;

- European citizenship and cultural identity,
- education and culture in a changing society.

Before concluding, Ms Podestà quoted a passage from Montesquieu which remained very true even today: "Nowadays we receive three different or contradicting types of education: that of our fathers, that of our teachers and that of the world. What we are taught in the last of these overthrows all the teachings of the other two." The conclusions and recommendations of Project No. 8 were inspired by a concern to reduce the rift between the different sources of learning. This philosophy was to be seen at work in primary education in Portugal, one of the purposes of which was "to ensure that knowledge and know-how, theory and practice, culture acquired in school and culture acquired in everyday life were inter-related in a balanced fashion". Ms Podestà hoped that the seminar would contribute to innovative action in its different phases: design, introduction, management, dissemination and assessment.

IV. CONTRIBUTION BY MS MARIA HELENA VALENTE ROSA

Ms Maria Helena Valente Rosa welcomed the Seminar as an opportunity to disseminate the results of Project No. 8 and also to discuss freely certain educational problems in Portugal in the light of the recommendations of Project No. 8. She greeted Ms Giulia Podestà and Professor Oestreicher, with whom she had worked for a long time as Vice-Chairman of the Project Group. Ms Valente Rosa sketched the broad principles of the 1986 Act on Fundamentals of the Portuguese education system, laying particular emphasis on section 7, which listed the objectives of basic education, and section 8, which referred to the organisation of the three cycles (four + two + three years). Any well-considered, progressive innovation should bear in mind several prior considerations:

- the idea of innovation in the context of the development of the system,
- an analysis of teaching standards,
- the idea of the developing school in relation to the innovation proposed in Project No. 8,
- initial and further training, which were essential to innovation,
- an appraisal of projects already implemented.

Ms Valente Rosa concluded with a heartfelt plea for a new approach to teaching and the opening up of schools to the changing face of the modern world.

V. LECTURE BY PROFESSOR JEAN-PIERRE OESTREICHER

The floor was then given to Professor Jean-Pierre Oestreicher, who had been involved in Project No. 8 from the very beginning and had been invited to give a detailed account of the project, its philosophy, its trends and the results achieved. The Professor's lecture covered various aspects of the project:

- a brief history,
- the four fields of activity,
- the conclusions drawn,
- the recommendations made,
- dissemination and proposed follow-up.

He based his remarks on the findings of various reports, especially the final report, which contained eight appendices.

Brief history of Project No. 8

"Innovation in primary education"

- June 1981 CDCC decision following the projects on:
Pre-school education and the development of the
child (1974-79)
Preparation for life (1978-82)
- 1981-82 Consultations with non-governmental organisations
- November 1982 Conference of delegates from member states
in Vaduz
- April 1982 1st meeting of the Project Group, a group of experts
in Strasbourg set up by the CDCC to manage the project
- March 1984 2nd meeting of the Project Group, which then comprised
in Valetta a planning group and five consultants
- November 1985 3rd meeting of the Project Group
in Lisbon
- October 1986 4th meeting of the Project Group
in Nicosia
- March 1987 5th meeting of the Project Group
in Strasbourg
- November 6th meeting of the Project Group
- December 1987 Final Conference
in Nice
- April 1988 Final report, published on 18 April 1988

Activities were spread over four fields:

1. Contact schools
2. Case studies
3. Symposia, conferences and seminars

Symposia: Han-sur-Lesse (Belgium) 1983
 Noordwijk (Netherlands) 1984
 Rome (Italy) 1985
 Lyngby (Denmark) 1986
 Cambridge (United Kingdom) 1986
 Stockholm (Sweden) 1987

Conferences organised inter alia by non-governmental
 and organisations
 Congresses:

Seminars: most of these were held in Donaueschingen

4. Research workshops and various studies.

Dissemination and follow-up of the project were provided by the Council of Europe and the member states (see final report, CDCC (88) 13, and general report on the Final Conference, CDCC (88) 14).

The Conclusions and Recommendations of Project No. 8 contained general remarks on innovation and a detailed study of innovative factors.

The conclusions referred to:

- external constraints connected with:
 - . the demographic context,
 - . economic growth,
 - . information technology,
 - . changing family structures;
- pressures inherent in education systems, such as:
 - . the interaction between the child and its environment,
 - . school "rules" which define the "job of the pupil",
 - . successful communication within the group/class,
 - . formative assessment of the pupil.
- the changes observed and the expectations generated in relation to:
 - . successful teaching,
 - . the differentiation of teaching techniques and approaches,
 - . different educational projects with common goals,
 - . the need for all those involved to work together as an educational community,
 - . the changing role of the teacher,
 - . the modernisation of initial training,
 - . continuity between initial and further training.

Innovation should lead to gradual adaptation through efforts to achieve quality and efficiency in schools, which required commitment on the part of the different parties involved in the educational process at the different decision-making and management levels, as well as judicious involvement in terms of action and a rigorous approach.

The recommendations made as a result of the project covered the following themes:

- the aims of primary education, which should be set out in a charter common to all member states, with which each would comply according to the characteristics of its own education system;
- organisation of primary education, where particular attention should be paid to the characteristics of each child, to the child's knowledge and to gaps in it;
- curricula, which should strike a constant balance between new contents and basic skills, between general development and specific studies; particular attention was given to environmental education, mathematics, science and technology, information technology, media sciences, human sciences, reading and writing, and second language learning. Certain new themes should be incorporated in the general curriculum, such as human rights and peace studies, and an introduction to the European dimension;
- the practical implementation of innovations, requiring special resources in terms of time, manpower and equipment, and possibly leading to local school projects;
- the implications of the innovation process for the various participants;
 - . teachers, whose task had to be redefined,
 - . headteachers, inspectors and sources of aid and support,
 - . parents;
- educational research, particularly in respect of learning phases and periods, assessment, the school community, multidisciplinary approach, etc;
- teacher training and recruitment, initial and further training, instruction in innovation methods (analysis of needs, setting of targets, assessment);
- the follow-up to Project No. 8
 - . at national level,
 - . at Council of Europe level,
 - . in connection with other CDCC or national projects.

(See Final Report on Project No. 8, CDCC (88) 13, pages 61 to 75).

These contributions by Ms Podestà, Ms Valente Rosa and Prof. Oestreicher were followed by a lively exchange of views, questions and answers in which many of the Portuguese delegates participated.

EDUCATION IN PORTUGAL - PROBLEMS AND PROPOSALS

The second part of the seminar was devoted to problems in primary education in Portugal, and introduced by senior officials in the Portuguese education system, who were also aware of the importance of Project No. 8 in connection with the educational reform currently under way in their country.

SPEAKERS

The Director General of Primary and Secondary Education, Mr José Augusto Pereira Neto, gave a very thorough account of primary education in the context of the education system as a whole. He sketched the profile of the modern school teacher, mentioning two problems in particular: the accumulation of tasks, particularly administrative tasks, with which the headteacher was faced; and the lack of cultural activities in primary education because of lack of time. He appealed to the sense of responsibility and initiative of all teachers to introduce the conclusions and recommendations of Project No. 8 into the Portuguese education system.

Ms Barroso made an interesting contribution on illiteracy in Portugal, analysing the reasons and proposing short- and long-term remedies applicable to the schools and the education system in Portugal.

The training of teachers was the subject covered by Mr Natercio Afonso, who called for the teachers training and innovation strategies to be constantly adjusted to the needs of the educational community.

Mr Manuel Patricio explained and commented on the organisation of teaching in primary schools. He mentioned the different education bills enacted over the last hundred years, concluding that a substantial improvement had gradually been achieved. For him, the term "open school" encompassed the following goals, which were those of any modern school as presented by the different speakers: education in democracy for the individual and the citizen, complete education of the human person, a global approach to education combining theory and practice, cultural and vocational training, education which is outward-looking on the nation, Europe and the world, education rooted in social considerations, education which is personalised but respects differences, and finally, education geared to the success of all pupils.

ROUND TABLE

Several experts then took part in a round table discussion on innovation and success at school. Amongst other things Ms Mota Pinto analysed the causes of failure at school, which was often due to a lack of interest on the part of the parents and a lack of motivation in children and parents alike. Mr Antonio Mourao also highlighted the need for parents to take an active part in their children's education. Another vital factor in the success of a school and of its pupils was the human and professional quality of the teaching staff. Mr Manuel Gonçalves advocated success-oriented teacher training, since teachers were agents both of change and of continuity. Mr Sampaio da Nova favoured a certain decentralisation in education, with not just one standard but several, with the onus on team work and innovation.

The debate which followed the introductory remarks by the four experts was particularly fruitful.

CONCLUSIONS

In his conclusion the Portuguese rapporteur, Mr Carlos Vicente, listed the ideal conditions in which the "new school" so dear to the hearts of teachers should develop;

- smaller classes,
- individualised teaching,
- analysis of pupil profile,
- continuity of the three cycles,
- converging goals,
- a deep commitment on the part of government officials,
- teacher responsibility,
- decentralised management,
- improved information,
- pedagogic support centres,
- etc.

The seminar ended with a vote of thanks and congratulations to Ms Podestà, Ms Valente Rosa, Prof Oestreicher and the Director General, Mr Neto.

Thanks to the warm hospitality of the Portuguese organisers and the co-operative attitude of all the participants, the atmosphere was cordial throughout.

Following this seminar further initiatives (workshops, symposia, seminars) were envisaged by the Portuguese authorities to disseminate the findings of Project No. 8. Steps had also been taken with a view to translating at least part of the final report in order to reach as many teachers as possible, since they were the prime movers of innovation. And there were further projects afoot in the different departments of the Ministry of Education and in teacher training colleges.

References

Final report of Project No. 8 of the CDCC, CDCC (88) 13, Strasbourg 1988, Council of Europe: "Innovation in primary education".

Reports on the different activities, Strasbourg, Council of Europe.

The booklet "Learning for life", Strasbourg 1984, Council of Europe.

The 1986 Education Act, Ministry of Education and Culture,
Portugal.

Contributions of the different speakers at the seminar.

Report by the National Rapporteur, Mr Carlos Vicente, Director of
the Primary Education Department.

A N N E X E I / A P P E N D I X I

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CONSELHO DA EUROPA - SEMINÁRIO NACIONAL DE DIFUSÃO DO PROJECTO
Nº8 DO CDCC - "A INOVAÇÃO NO ENSINO PRIMÁRIO"

- Lisboa, Instituto Nacional de Investigação das Pescas
- 28 - 29 Setembro 1988

PROGRAMA

Quarta-feira, 28 de Setembro

- 9h30 m - Sessão de Abertura presidida por Sua
Excelência o Secretário de Estado da Reforma Educativa
- Intervenção do Representante do Conselho da Europa,
Mme Giulia Podestà, Chefe da Divisão do Ensino Escolar
- 10h-11h30m - O Projecto nº8 do CDCC "A Inovação no Ensino Primário"
Apresentação:
 . Pela Representante Nacional, Dra Ma Helena Valente
 Rosa
 . Pelo Delegado do Projecto nº8, convidado
 especialmente para o efeito, Sr. Jean-Pierre
 Oestreicher
- 11h30m-11h45m - Intervalo
- 11h45m-12h45m - "O Ensino Básico em Portugal"
Comunicação pelo Director-Geral do Ensino Básico e
Secundário, Dr José Augusto Pereira Neto
- 13h - Almoço
- 15h-16h Projecto Investigação/Acção "Prevenção do
Analfabetismo"
Comunicação pela Directora do Projecto, Dra Cristina
Barroso - Escola Preparatória Marquesa de Alorna
- Debate
- 16h - Intervalo
- 16h30m-18 - Comunicação sobre "A Formação de Professores" pelo
Presidente da Comissão Instaladora da E.S.E. de
Portalegre, Dr. Natércio Afonso
- Debate
- 19h - Porto de Honra no Solar do Vinho do Porto - S. Pedro
de Alcântara

Quinta-feira, 29 de Setembro

- 9h30m-10h30m - "Organização pedagógica do ensino básico numa perspectiva de inovação à Luz da Lei de Bases do Sistema Educativo" - Comunicação pelo Prof. Manuel Patrício, Presidente do Instituto de Inovação Educacional
- Debate
- 11h - Intervalo
- 11h30m-13h - Painel sobre o tema "Inovação para o Sucesso educativo escolar"
- . Dra Fernanda Mota Pinto - Directora Regional de Educação do Centro e Coordenadora Nacional do Programa da Promoção do Sucesso Escolar
 - . Sr. António Mourão - Vice-Presidente da Associação de Pais da Escola Preparatória de Algés
 - . Dr. Manuel Gonçalves - Professor da Escola do Magistério Primário de Lisboa
 - . Prof. António Manuel Sampaio da Nóvoa - Faculdade de Psicologia e Ciências da Educação da Universidade de Lisboa
- Debate
- 13h - Almoço
- 15h-16h - Apresentação das conclusões finais pelo Relator Nacional, Dr. Carlos Vicente
- 16h30m-17h - Sessão de Encerramento
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A N N E X E II/A P P E N D I X II

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